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ABSTRACT

The purpose of this document is to familiarize educators and parents with the text-based portion of the Delaware Student Testing Program (DSTP) writing assessment for third grade. The DSTP writing assessment consists of one "stand-alone" writing prompt (representing 2/3 of the overall writing score) and one "text-based" prompt (representing the other 1/3 of the overall writing score). This document contains the DSTP General Rubric for Writing; the actual text-based writing prompt at third grade for 2001; and examples of student responses for each score point on the writing rubric. Comments explaining the score points are provided in an effort to clarify the text-based writing prompt. (RS)

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June 2001

ED 482 939

DELAWARE

STUDENT TESTING PROGRAM

ITEM SAMPLER

TEXT-BASED WRITING

Grade 3

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The purpose of this document is to familiarize educators and parents with the text-based portion of the Delaware Student Testing Program (DSTP) writing assessment for third grade. The configuration of the DSTP writing assessment is relatively simple…it is comprised of one Stand-Alone writing prompt (2/3 of the overall writing score) and one Text-Based Writing prompt (1/3 of the overall writing score).

Stand-Alone Prompt

"Stand-Alone" means that the writing prompt is an independent prompt, it "stands alone" and is not based on material or text that students have read. This prompt assesses writing only and provides a real context for students to write about a topic. Using the five-point DSTP General Rubric for Writing (included on the next page), two scorers read and score each student's response to the Stand-Alone prompt. The sum of these two scores counts as 2/3 of the student's total writing score. (All off topic or non-scorable responses receive a zero.)

Text-Based Prompt

The second type of writing prompt is the Text-Based Writing (TBW), which is scored for both reading and writing. TBW is defined by its name: a writing prompt that is "based" or connected to a "text" or passage. Because this prompt is connected to a passage that a student has read, it is in essence a reading comprehension question. What distinguishes a TBW from an ordinary reading question is that the TBW prompt, like the Stand-Alone prompt, provides an audience, a purpose, and a format for writing. When responding to the TBW prompt, the student must show connections to the text that was read.
The same writing rubric used to score the Stand-Alone prompt is used to score the TBW for writing. As with the Stand-Alone prompt, all off topic or non-scorable responses receive a zero. The reading rubric used to score the TBW for reading is a four-point rubric specific to the item.

The DSTP writing raw score is reported on scale of 1-15. The raw score places a student into one of five Performance Levels: Distinguished, Exceeds, Meets, Below, or Well Below.

This document includes: the DSTP General Rubric for Writing; the actual TBW prompt at third grade for 2001; and examples of student responses for each score point on the writing rubric. Comments explaining the score points are provided in an effort to clarify the TBW.

For additional information about the writing assessment see the English Language Arts webpage at the Department of Education website (http://www.doe.state.de.us).

Delaware Student Testing Program - General Rubric for Writing

The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Score point 5 meets all the criteria listed in score point 4. In addition, a paper receiving this score shows an exceptional awareness of readers' concerns and needs. The student may have shown an exceptional use of: • Development strategies specific to the purpose for writing • Distinctive style, voice, tone • Literary devices • Compositional risks	Unified with smooth transitions, a clear and logical progression of ideas, and an effective introduction and closing. Sufficient, specific, and relevant details that are fully elaborated. Consistently complete sentences with appropriate variety in length and structure. A consistent style with precise and vivid word choice. Few, if any, errors in standard written English that do not interfere with understanding.	Generally unified with some transitions, a clear progression of ideas, and an introduction and closing. Specific details but may be insufficient, irrelevant, or not fully elaborated. Generally complete sentences with sufficient variety in length and structure. Some style and generally precise word choice. Some errors in standard written English that rarely interfere with understanding.	Minimally unified and may lack transitions or an introduction or closing. Some specific details but may be insufficient, irrelevant, and/or not elaborated. Some sentence formation errors and a lack of sentence variety. Sometimes general and repetitive word choice. Several kinds of errors in standard written English that interfere with understanding.	Lacks unity. No or few specific details that are minimally elaborated. Frequent and severe sentence formation errors and/or a lack of sentence variety. Often general, repetitive, and/or confusing word choice. Frequent and severe errors in standard written English that interfere with understanding.

For non-scorable responses see below:

- Blank
- Off topic
- Written in a language other than English
- Refusal
- Illegible
- Insufficient

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5/10/99

Third grade Text-Based Writing Prompt from Spring 2001

The following Text-Based Writing prompt was part of a set of items connected to a passage on the life of the famous Olympic athlete, Jesse Owens. Consistent with the English Language Arts Content Standards, and appropriate for a third grade audience, this biography is an example of informative text.

TEXT-BASED WRITING PROMPT
Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.

Off Topic Responses

The four examples of off-topic responses indicate that the students may not have read the prompt carefully, and that they responded only to the portion of the prompt that says, "tell these third graders about yourself." By not taking on the persona of Jesse Owens, these students did not fully respond to the prompt as directed. Had students been asked to write about themselves without making a connection to what they had read in the passage, these responses would not have been off-topic and would have generated at least a score of 1. This distinction differentiates the two types of writing tasks students must perform. A text-based writing response requires students to connect their writing to the text.

3

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will show how well you understand what you have read and how well you write about it. You may use the Prewriting Page to help you plan your writing.

45

TEXT-BASED WRITING PROMPT

Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.

Hello my name is
and I am going to talk
about me my friends
and how we acked.
we aked friendly
and kind we are
best pals. we like
to go on the swings
together and play
along.

3-4A

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Rd-0 TXW 05

3

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will show how well you understand what you have read and how well you write about it. You may use the Prewriting Page to help you plan your writing.

45

TEXT-BASED WRITING PROMPT

Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.

about myself I helparoundthehouse
and do the dishse sometimes I be going to
the story with myMoM whey my brothers
athome withmydad MyMoM letsusdatwo
dishse because So the dishes dont be so
dralley. mysister be doingthe dishs but
theys got to do threedishse because theydont
do there dishon the right day.
thisisn baut myself.

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Reading 0
TXW 0T

3-44

3

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will show how well you understand what you have read and how well you write about it. You may use the Prewriting Page to help you plan your writing.

45

TEXT-BASED WRITING PROMPT

Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.

I will tell them that. I am a nice person. Sometimes I can be mean. I have good feeling about people. Sometimes you will see a sad face on me or a happy face on me. If you see a mad face you better with out. I treat people like I Wante to be treated. I pay them back when they give me something. I help people when they drop there stuff. I help them up when they fall. that's what I would say to the thrid grades.

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Reading 0
TBW 0T

3

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will show how well you understand what you have read and how well you write about it. You may use the Prewriting Page to help you plan your writing.

TEXT-BASED WRITING PROMPT

Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.

I wolud be a bacball player and I am going to pratis playin I bask a ball. I am going to win a chrofey. I am going to pe the bast. I am going to be the firts girl

Reading O
TBW OT

S-4A

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3

She played and win. I am goin to be the best I can shot the ball. I can bate the ball.

Score Point 1 "When I became ..."

This brief response lacks specific details from the passage but does indicate that the writer minimally adopted the persona of Jesse Owens. There is a very basic organizational structure ("When I became ..." can be called the beginning; "... that's how I became a famous person" is an ending). But the lack of details and elaboration justify the score of 1.

1

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will be scored for both reading and writing.

45 **Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.**

When I became a famous person I trying my hardest. I was being a good person I being brave and that's how I became a famous person.

ANCHOR 1

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Score Point 2 "I became famous because ..."

The specific details from the passage in this response indicate that the writer has adopted the persona of Jesse Owens. Although this response lacks an effective introduction and closing, it does include specific details, some elaboration of those details, and some transition between those details ("Also in my high school career ...").

4

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will be scored for both reading and writing.

45 **Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.**

I became famous because I jogged, rode my bike, ran and exercised everyday just to get one just one gold medal. I also became famous because I ran the 100 yard dash in just 10 seconds, Also in my high school career I broke the records for long jumping, hurdle racing and flat racing.

ANCHOR 2

Score Point 3 "Hi, my name is Jesse Owens ..."

This response includes an introduction and a conclusion, with a clear progression of ideas connected to the text. The development of ideas and a consistent awareness of audience and purpose make up for sentence formation errors (run on sentences like "One thing that makes me do my best ...").

9a

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will be scored for both reading and writing.

45 **Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.**

Hi, My name is Jesse Owens and i'm going to give a speech to you. I'm a athlete, and a Afican American.

In the Olympics I won four gold medals and made seven world recards. Lots of people said I wasn't going to win because I was a Afican America but I did win. I don't go in the Olympics just to impress everybody I do it of fun too.

The Olympics is very fun if try your best and make the Olympics you will injoy it alot. One thing that makes me do my

best is the people who cheer me one like my reletives and friends and other people I dont know.

So if you make it to the Olypics injoy it, don't kill yourslef.

ANCHOR 3

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Score Point 4 "Hello, my name is Jesse Owens ..."

This unified, well-organized response demonstrates a clear progression of ideas. The smooth transitions go beyond a basic "first, next, last" approach. Specific details from the passage are elaborated in sentences of varied length and structure. Word choice (e.g., "flattered") is also a strength.

11a

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will be scored for both reading and writing.

45 **Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.**

Hello, my name is Jesse Owens. I race in the Olympics Games. The Olympic Games are held every four years and in a different country each time. These games are not only racing. They are also basketball, swimming, hockey and more. I only did racing.

I started racing in Junior High School. When I tried out for the track team, the coach was amazed when I ran the 100-yard dash in 10 seconds. Coach Riley helped me become a high school track star. I broke world records for long jump, hurdle racing, and flat racing at Ohio State University. I was flattered.

After college in 1936, it was time for the Olympics. This year it was held in Berlin, Germany. I won four gold medals. In the long jump, I stepped on the

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take off board twice before I jumped. This was not allowed. A person named Lutz Long told me to put a towel six inches away in front of the take off to avoid another foul because if I did it again, I would be out of the contest. I tried it and it worked.

I set 7 world records in my lifetime. When I stopped racing I gave speeches about sports. I said athletes should be honest and live good, healthy lives. I had fun thru my racing years.

ANCHOR 4

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Score Point 5 "Good day, kids ..."

This response demonstrates the writer's exceptional awareness of the third grade audience by explaining the athletic events with distinctive style and word choice reflective of voice. The writer elaborates on specific details from the passage. Despite the lack of indented paragraphs (a *convention* of writing), the unified, clear progression of ideas demonstrates the organizational quality of the piece.

DIRECTIONS

Write your answer to the following question in the space provided. Your answer will be scored for both reading and writing.

45 **Pretend you are Jesse Owens. You have been asked to give a speech to third graders about how you became a famous sports person. Write the speech you would give to tell these third graders about yourself.**

Good day, kids. My name is Jesse Owens. I'm here today to tell you about my life as an athlete and how I became famous. When I was in junior high school my coach, Mr. Charles Riley was certainly very amazed when I ran the 100 yard dash in ten seconds. You all know how long a yard is, right? Okay, good. Well, imagine 100 of those end to end. Pretty long, huh? Think of running that long in ten seconds. That's why Coach was so amazed. He helped me become a star to all my fellow high-school students. I broke world records. One in long jumping, were you have to see how far you can jump in one leap, one in a flat-tire race were you have to run as fast as your legs will carry you to beat others, and one in a hurdle race. A hurdle race is a race were you have to run as fast as you can and jump over small

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white fences in the track. I broke these records at a state University in Ohio. Once out of college I went to compete in the Olympics. In 1936 we had the Olympics in Germany. At that time there was a man called Adolf Hitler. He was a very mean man. He believed that only the white German people were any good. He hated black people and jewish people. His Nazi followers thought the same thing. That didn't stop me though. I won four gold medals. Don't get it into your head that German people are bad, because thier not. Actualy, once, a German man named Lute Long helped me. He told me to put a towel six inches away from the takeoff ~~board~~ so that I wouldn't jump on the take-off board twice because that isn't aloud. So you see, if you want you can be an athlete like me, but it takes lots of hard work and consentration.

ANCHOR 5

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